Virginia Student-Led Assessment NIC

Shannon King, Program Manager, Fairfax County Public Schools
Melissa Ponce, Program Director, EdLeader21

Achieve ar
appropriate acade
technical kn

monstrate
orkplace skills,
behaviors

Align knowledg
and personal intere
career oppor

value
iverse

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

EdLeader21
A Network of BattelleforKids

Fairfax County PUBLIC SCHOOLS
ENGAGE • INSPIRE • THRIVE

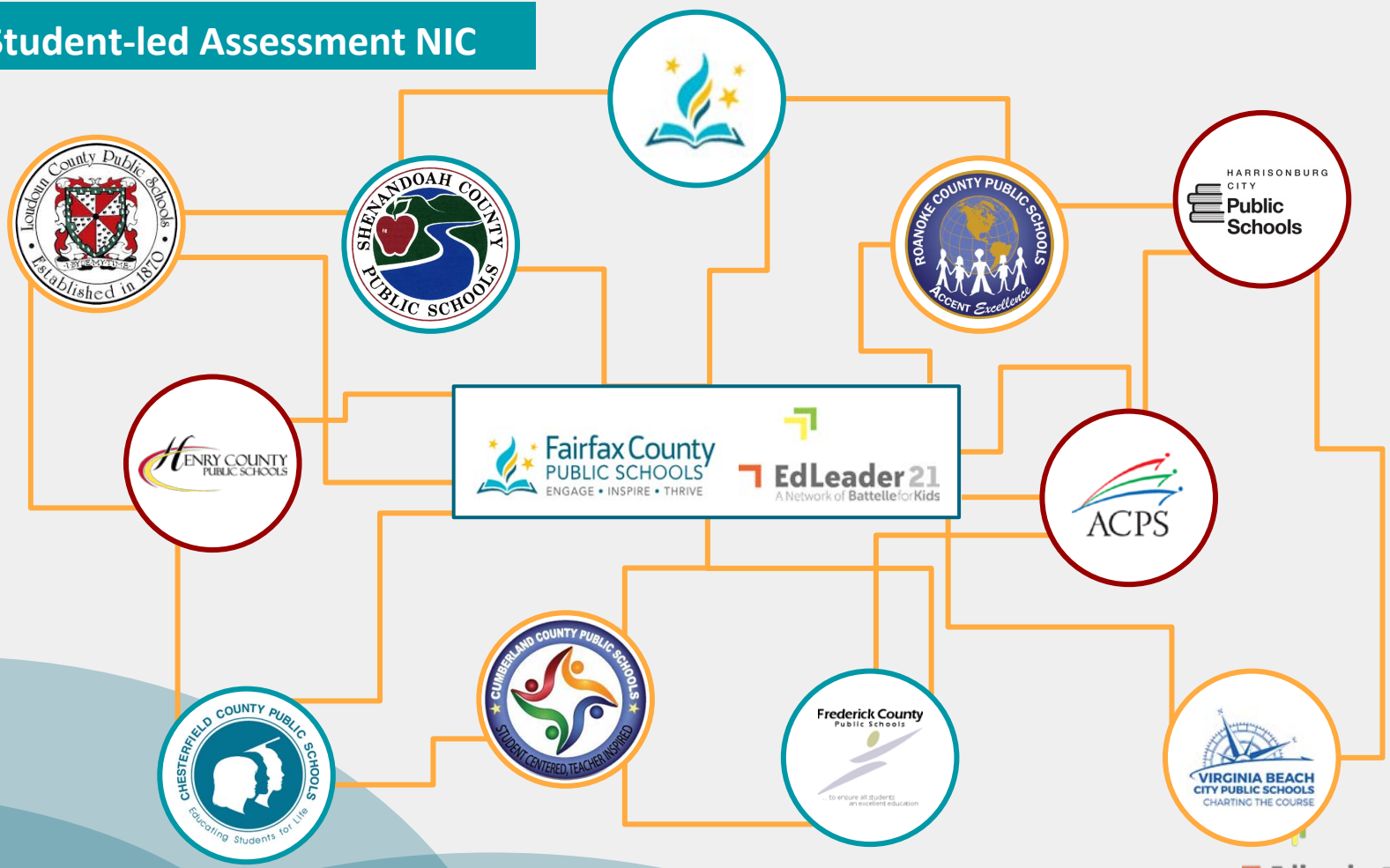
assessment for learning project

VIRGINIA
STUDENT-LED ASSESSMENT
NETWORKED IMPROVEMENT COMMUNITY

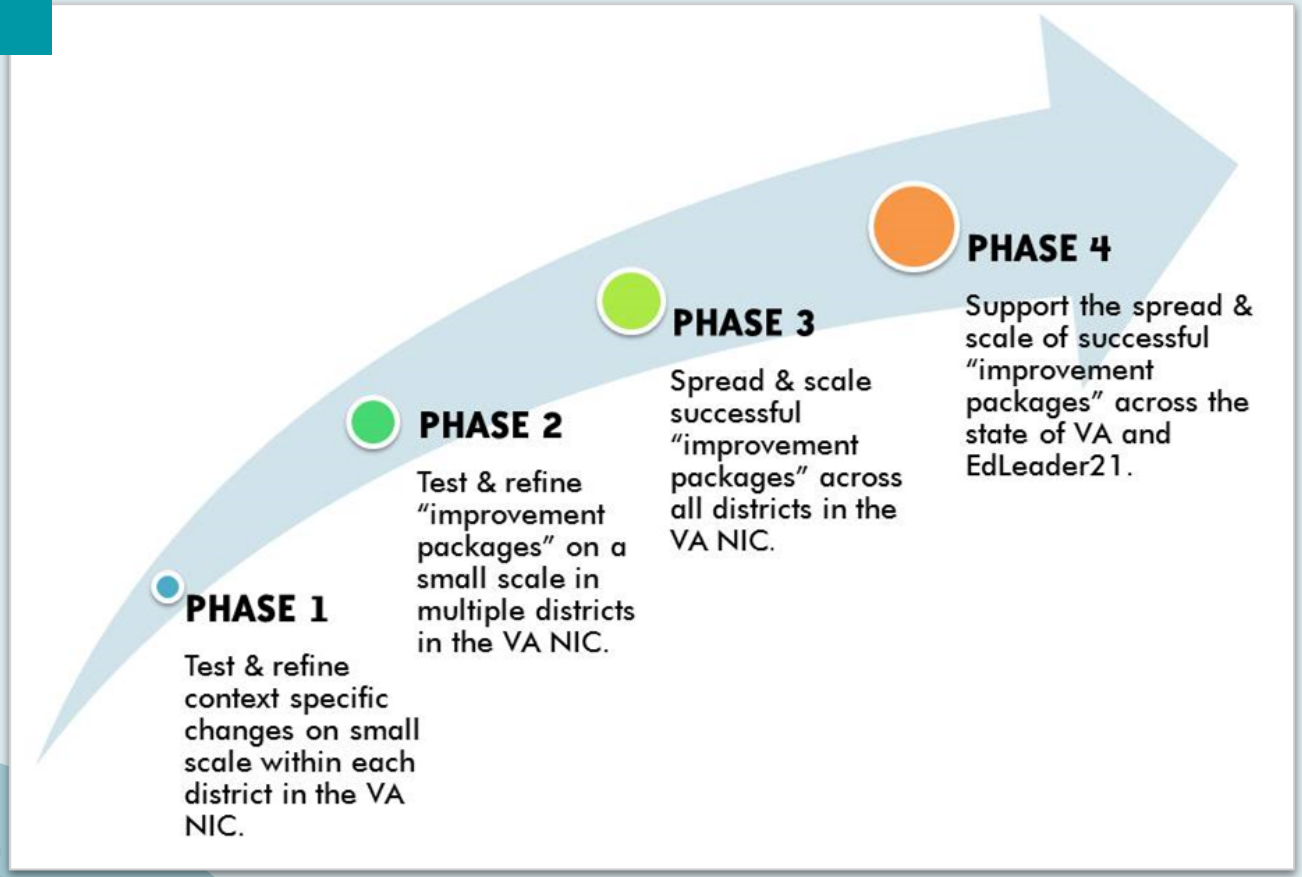
EdLeader21 A Network of BattelleforKids

Fairfax County PUBLIC SCHOOLS ENGAGE • INSPIRE • THRIVE

VA Student-led Assessment NIC



Phases of Work



VIRGINIA
STUDENT-LED ASSESSMENT
NETWORKED IMPROVEMENT COMMUNITY

EdLeader21
A Network of BattelleforKids

Fairfax County
PUBLIC SCHOOLS
ENGAGE • INSPIRE • THRIVE

Student-led Assessment Continuum

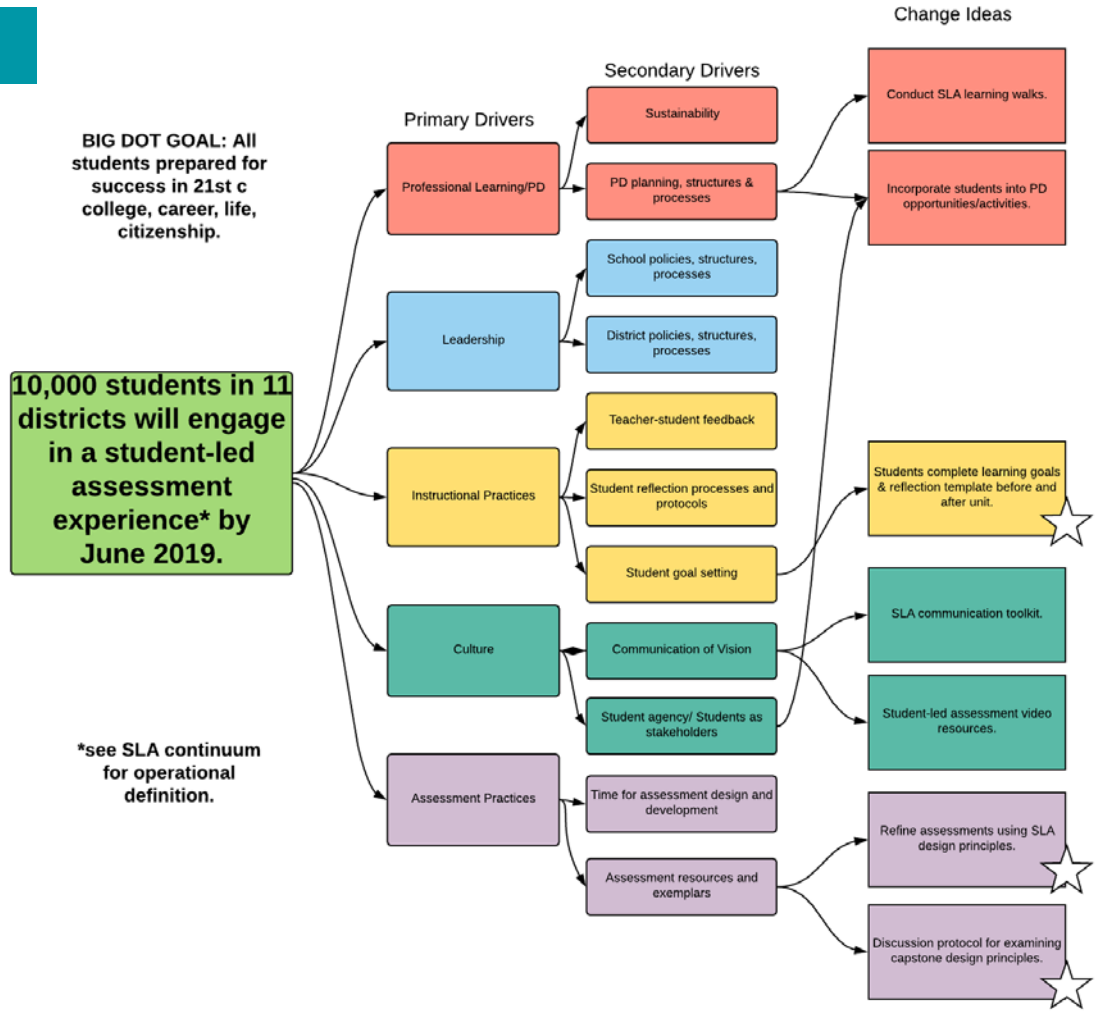
Design Principle of student-led assessment:	Fully Actualized	Mostly Evident	Somewhat Evident
Voice and choice demonstrated in the assessment experience and products	Students sequence their own assessment tasks and complete the tasks independently in an order that they plan. Students they com tasks. Students assessm products	Students complete assessment tasks in an order that they plan, based on the assessment task provided to them.	Students are actively completing assessment tasks provided to them in a set sequence.
Assessment process and products are meaningful to the student	Students their ass their inte		
Students set goals, chart their growth, and share their learning/growth.	Students skill deve part of th Students stakehol assessm		
Feedback occurs throughout the process	Students actively seek feedback in the process from individuals they identify to have useful input. Feedback provided throughout the process from multiple sources. Feedback is used to inform learning throughout the process	Feedback occurs more than once, so that students can revise and reconsider their path of learning. Feedback is provided from the teacher and at least one other source.	Feedback is provided at least once, at any point in the process. Feedback is provided only from the teacher.
Students self-assess and reflect	Student reflection and self-assessment is valued as an assessment measure. Students self-assess and reflect throughout the process. Students share their self-assessment and reflections with others beyond the teacher.	Student reflection and self-assessment may be required as part of the assessment grade. Students self-assess and reflect throughout the process. Students share their self-assessment and reflections with the teacher.	Students self-assess and reflect at the end of the process.

Equity:
Student-led assessments are:

- equally rigorous
- made available to ALL students
- accessible to ALL students
- attainable by ALL students

EdLeader21 A Network of BattelleforKids
Fairfax County PUBLIC SCHOOLS ENGAGE • INSPIRE • THRIVE

Driver Diagram



EdLeader21 A Network of BattelleforKids

Fairfax County PUBLIC SCHOOLS ENGAGE • INSPIRE • THRIVE

Improvement Package - Assessment

Title: Review and Modify Existing Assessments for Student-led Assessment Principles	
What is it?	This improvement package leads educators through a process to examine and then modify existing assessments to be "student-led" according to the VA NIC student-led assessment principles.
Goals	To modify existing assessments (e.g. performance-based, project-based, capstone) so that they meet the criteria for "student-led assessment."
Testing Guide	**Step 1:** Identify and review an existing assessment. **Step 2:** Using the SLA Review Grid: • Add a checkmark to all the indicators that ap • Then select the extent to which each design "Mostly Evident", "Somewhat Evident" • For the design principles that are determine you will modify the assessment to ensure th evident". *Note: If working in a group, collaborate to complete* *experience.* **Step 3:** Revise or attach an addendum to existing assessmen
Suggestions for Use	Population • This improvement package is ideal for teache implement assessments. • This review and modification can be complet • If taking multiple people through this exercis through the steps with the group. Timing • Timing will vary depending on the nature an Tips • We recommend using this process for perfor assessments.
Resources & Materials	Student-led Assessment (SLA) Review Template Upload modified assessments in this google folder

SLA Review Template

Date:_____ **Grade:**_____ **Subject:** _____

Assessment Experience: _____

Step 1. Add a checkmark to all the indicators that apply to the assessment experience then select the extent to which each design principle is evident.
Step 2. For the design principles that are determined to be "somewhat evident", describe how you will modify the assessment to ensure the design principle is at least "mostly evident".

Voice and choice demonstrated in the assessment experience and products

Step 1			Step 2
○ **Fully Actualized**	○ **Mostly Evident**	○ **Somewhat Evident**	In what ways will you modify the assessment to ensure this design principle is "mostly evident"?
❑ Students sequence their own assessment tasks and complete the tasks independently in an order that they plan.	❑ Students complete assessment tasks in an order that they plan, based on the assessment task provided to them.	❑ Students are actively completing assessment tasks provided to them in a set sequence.	
❑ Students have flexibility in the way they complete the assessment tasks.	❑ Students have some flexibility in the way they complete the assessment tasks.		
❑ Students can determine alternate assessment task pathways and products independently.	❑ Students can suggest alternate assessment task pathways and products with guidance		

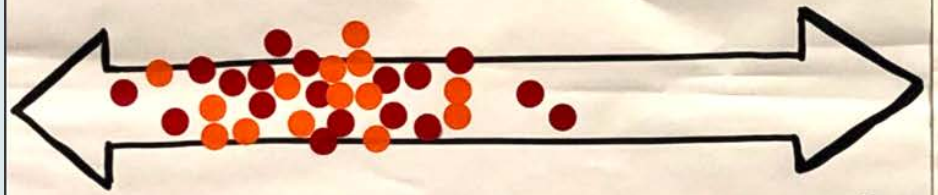
EdLeader21 A Network of BattelleforKids

Fairfax County PUBLIC SCHOOLS ENGAGE • INSPIRE • THRIVE

Cross District Collaboration

Elevating Student Voice

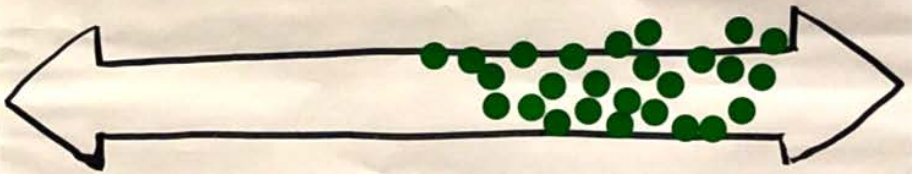
Our Understanding of Student-Led Assessment LAST year



No clue

Totally Get it

Our current understanding of student-led assessment



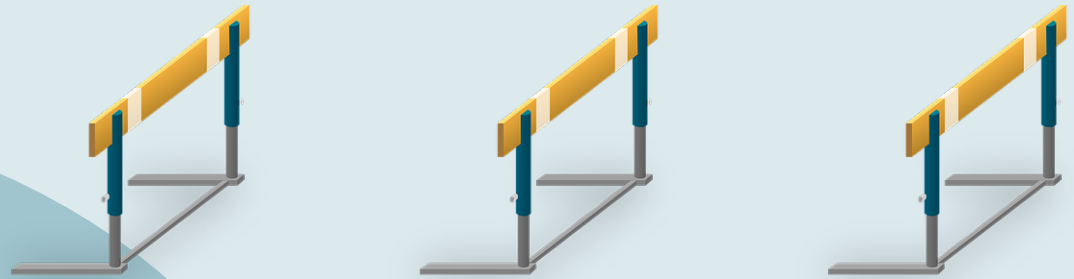
No clue

Totally Get it

A Network of BattelleforKids
ENGAGE • INSPIRE • THRIVE

VA NIC Hurdles

- Sharing, learning & collaborating across 11 districts of varying sizes
- Improvement science in practice
- Communication with stakeholders about student-led assessment



Key Learnings

- NIC organization and operation
- Hacking Improvement Science
- Building relationships within the NIC
- Developing a clear and compelling NIC narrative

Contact Us

Shannon King
Program Manager, Fairfax County Public Schools
srking@fcps.org
@DrShannonKing

Melissa Ponce
Program Director, EdLeader21
mponce@edleader21.org
@mponce_31

VIRGINIA
STUDENT-LED ASSESSMENT
NETWORKED IMPROVEMENT COMMUNITY

EdLeader21
A Network of Battelle for Kids

Fairfax County Public Schools
ENGAGE • INSPIRE • THRIVE